

THE CHALLENGES IN IMPLEMENTING READING E-CLASS

Claudius Bona

Business English Study Program, Politeknik Ubaya

Abstract

The concept of teaching and learning is changing since the use of internet in learning as an e-learning. E-learning or electronic learning or online learning is an innovative type of education technology that is appropriate to adopt in teaching primary to higher levels of education. In the area of English language teaching and learning, teachers and lecturers can use e-learning as a media to transfer the English knowledge to the learners. The aim of this study is revealing the challenges in implementing e-learning, especially at reading class in Business English study program Politeknik Ubaya, Surabaya. This study uses qualitative descriptive method by distributing questionnaire. The writer distributes the questionnaire to semester 1 students of Business English study program as target population, since they will be in touch with reading e-class. The questionnaire will be used as a tool to analyze the challenges in reading e-class. The major findings reveal the challenges that the students have in reading e-class. This can be used to determine whether the implementation of reading e-class is effective in English language learning and teaching process. The other pedagogical implication of this study is whether some sessions of face to face traditional class is needed to support reading e-class to develop students' reading skills. This preliminary study will be beneficial for Politeknik Ubaya as guidance whether English language e-learning, especially in reading should be continued to implement by the institution or not. Since this study is only a preliminary research, a further study could be developed in order to compare which one is better to develop students' reading skills; e-learning or traditional learning.

Keywords: reading class, e-learning, implementation

Paper Type: Research Paper

Internet is massively spread all over the world nowadays. It has been used as an entertainment, marketing, and education tools. The concept of teaching and learning is changing since the use of internet in learning as an e-learning. E-learning or electronic or online learning is an innovative type of education technology that is appropriate to adopt in teaching primary to higher levels of education. They are using the Computer Mediated Communication (CMC) which is a two-way communication learning which the students and instructors are separated by distance (Wiphasith, et.al. 2016). The e-learning could develop education quality and maximize teaching and learning as a medium of transferring knowledge. E-learning materials provide various multimedia tools such as picture, animation, video, and audio. It also can be a face to face video conference class. According to Alonso et. al., e-learning is the use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services, as well as remote exchange and collaboration. In the area of English language teaching and learning, teachers and lecturers can use e-learning as a media to transfer the English knowledge to the learners. Politeknik Ubaya, Surabaya starts to implement hybrid e-learning class; a combination of traditional and online class, in the 2016/2017 curriculum. It is including the English class as well that covers reading. This study is interested to analyze the challenges in implementing e-learning or online learning reading class. Moreover, reading e-class is reading class that uses the new technologies

like smartphones, tablet, laptop or PC and the internet to improve the quality of learning. This study uses semester 1 students of Business English study program of Politeknik Ubaya as target population, since they will be in touch with reading e-class. The writer distributes the questionnaire for the students to analyze the challenges in reading e-class implementation. This study can be used to determine whether the implementation of reading online class is effective in English language learning and teaching process. This preliminary study could be beneficial for the study program as guidance whether English language online learning, especially in reading could be continued to implement by the institution or not. Since this study is only a preliminary research, a further study could be developed in order to compare which one is better to develop students' reading skills; e-learning or traditional learning.

Method

This study focuses on the semester 1 students of Business English study program Politeknik Ubaya. They become the target respondent since the students are having the e-learning class in the form of online readings' materials and assignments. Since the class and the respondents are very specific, therefore the result of this study cannot be generalized with others' online class and respondents. This study uses qualitative descriptive method by distributing questionnaire. Questionnaires are distributed to semester 1 students as a tool to analyze the challenges of implementing reading e-class. The questionnaire are divided into two sections; section 1 about the challenges in implementing reading e-class, section 2 about overcoming the challenges in implementing reading e class. There are 12 multiple choice statements' questions and 2 open ended questions asking about the respondents' statements on the challenges in implementing reading e-class. The findings will reveal the challenges that the students have in reading e-class. This can be used to determine whether the implementation of reading e-class is effective in English language learning and teaching process. The other pedagogical implication of this study is whether some sessions of face to face traditional class is needed to support reading e-class to develop students' reading skills. This preliminary study will be beneficial for the study program as guidance whether English language e-learning, especially in reading should be continued to implement by the institution or not.

Findings

The findings consist of two sections, the first section is related with the challenges in implementing reading e-class. While the section two is discussing on how to overcoming the challenges in implementing reading e-class. Open ended statements are also discussed in both sections.

The Challenges in Implementing Reading e-Class

The questionnaire is distributed to semester 1 students of Business English study program, since they are participating with hybrid online learning, especially in reading. 16 students are participated in filling the questionnaire for this study. The writer categorized the questions into two sections. Section one is related with the challenges in implementing reading e-class. Since this study only focuses on reading e learning class, therefore the scope of the questions' statements is emphasizes on this course's implementation challenges. The total 16 students of semester 1 Business English study program are stated that they join the reading class that uses new technologies and internet as well as did the reading online assignments.

The questionnaire reveals that 87.6% of the students or respondents are agree and strongly agree that reading can be learned through online activity. On the other hand only 12.5% students are disagree that reading can be learned through online activity. Moreover, 81.3% students are agree and strongly agree that reading assignment through online activity can increase their reading skill, and only 18.8% students who disagree with this statement. And even 68.8% of the students are prefer to do the reading assignment through online, but the rest of the students 31.3% of them are prefer the

opposite which can be assumed in the traditional face to face interactions way. Through the questionnaire, the writer also reveals that 62.6% students stated that they agree and strongly agree that team work learning through online can increase reading skill. On the other hand, 37.5% of them do not agree with this statement. In using new technologies and internet in the reading class, 56.2% of the students stated that they agree and strongly agree that they do have some difficulties. Moreover, 43.8% of them stated disagree and strongly disagree with the statement. Regarding the questions whether the students have difficulties in team working using new technology and internet in reading class, 56.25% stated that they agree and strongly agree with this statement, while 43.8% stated disagree with this statement. There are several challenging factors for students in learning reading through online, 31.25% stated that internet speed is the most challenging factor, 12.5% stated that gadget is the challenging factor as well as 12.5% stated that laptop is the challenging factor, and the last 12.55% stated that software is the challenging factor. The other challenging factors for students to learn reading through online are the online learning instruction with 56.3% students stated that, while 31.25% stated that time management is the challenging factor for them.

There are variety of statements from the students in the open ended question at section one. Most of the students stated that they have poor internet connection so they are hard to connect online. Some students stated they don't have proper gadget to learn reading online, and some students are having their eyes hurt after certain period in front of their gadget or laptop screen.

Overcoming the Challenges in Implementing Reading e-Class

The writer tries to reveal about how to overcoming the challenges in implementing reading e-learning class in section 2. There are 93.8% of students are agree and strongly agree with the statement that said reading through online activity if being manages carefully will be beneficial for students. Moreover, 81.3% students are agree and strongly agree that improvement is needed for online activity in Business English study program, while only 18.8% students disagree with this statement. According to the students, fast internet access and clearer online instruction; both are chosen by 38% students, are the things that has to be improved to boost online reading activities in Business English study program. 18.75% students also stated that good gadget is also needed to improve the online reading activities.

The open ended questions in section two are filled with variety of answers. Most of the students stated that fast internet is needed to improve the implementation of online reading activities. Some students also want that the campus set up a good internet access too. Some students also think that they need a suitable laptop and gadget to support the online reading class. Other students think that cleared online instruction is also needed to make the online reading activity smooth.

Discussion of the Findings

The major findings reveal that the most semester 1 students agree and strongly agree that reading can be learned online. Moreover, students are agree and strongly agree that reading activity through online can increase their reading skill. 62.6% students even agree that doing team work in reading online activity can also improve their reading skill. This is indicated that students are aware of the need to improve the reading skills through non-traditional class. It is also indicated that individual and team work online learning class activities could improve the students reading skill.

Despite of the needs and the importance of online reading class activities, students also face some challenges, difficulties, and obstacles in implementing reading online learning class. Half of the students; which are 56.2% of them, stated that they do have some challenges in using new technology and internet for reading online class implementation. Another 56.2% also have difficulties in implementing team working using new technology and internet. Most of the reasons gave by the students are related with the lack of internet speed since it is stated by 31.25% of the students. Most students also think that online learning instruction also one of the most challenging factors to implement the reading online class. The open ended questions that the students stated also

reveal the same things. Poor internet speed and connection is the most challenging factor according to the students. It is revealed that poor internet speed and connection is the most challenging factor for students to implement reading online class activity.

Although there are some challenges or obstacles in implementing reading online class, almost all of the students still believe that reading through online activity will be beneficial for them if being managed carefully. Most students are also aware that improvement is still needed to improve the online reading activities in Business English study program. The improvement that is needed to overcome the challenges in implementing reading online learning is related with the availability of fast internet speed connection, and some students hope that the campus can provide that for them. Some students also think that they are able to do the online reading activities more fluent and frequent if they can provide for themselves a suitable gadget or laptop. It is indicated that although there are some challenges for reading online learning like the poor internet speed and gadget availability but if it can be facilitated by the campus or by the students themselves, the reading e learning or online learning can be run smoothly in Business English study program.

Conclusions and Suggestions

The major finding of this study is revealing there are some challenges that the students have to implement the online learning reading class. The most challenges that they face are related with poor internet speed and connection as well as the availability of proper gadget and laptop. This study reveals that these challenges can be overcome by facilitating a good internet speed connection and suitable gadget. If the challenges are already overcome, this study proves that online or e-learning class can be beneficial to improve students' reading skill. This study will be beneficial for students and study program, since the students can prepare themselves to participate in online learning activities and it could be used also by the study program as a tool for still implementing an online or e-learning reading activity. It will lead to pedagogical implication that traditional and online hybrid class is still needed as far as the challenging factors are not overcome by the study program. But if the challenges can be overcome by the study program, a full reading electronic or online learning activity can be implemented by the study program. Since this study is only a preliminary research, a further study could be developed in order to compare which one is better to develop students' reading skills; e-learning or traditional learning.

BIBLIOGRAPHY

- Alonso, Fernando, Genoveva López, Daniel Manrique and José M Viñes. 2005. *An instructional model for web-based e-learning education with a blended learning process approach*. British Journal of Educational Technology Vol 36. No 2.
- Bolsunovskaya, Ludmila M, Chris Phillips, Yulia V. Kolbysheva, Irina E. Rymanova, Anna B. Strelnikova. 2015. *Resource Efficiency in TPU: Implementation of English Language E-courses*. Procedia - Social and Behavioral Sciences 215
- Coryell, Joellen E. and Dominique T. Chlup. 2008. *Implementing E-Learning components with adult English language learners: Vital factors and lessons learned*. Computer Assisted Language Learning.
- Farooq, Muhammad Umar. 2012. *Attitude of Students towards E-learning: A Study of English Language Learners at Taif University English Language Centre*. NUML Journal of Critical Inquiry, National University of Modern Languages, Islamabad Pakistan Vol 10 no. 2

- Ghirardini, Beatrice. 2011. *E-learning Methodologies: A guide for designing and developing e-learning courses*. Food and Agriculture Organization of the United Nations (FAO). Rome.
- Govindasamy, Thavamalar. 2002. *Successful implementation of e-Learning Pedagogical Considerations*. Internet and Higher Education No.4
- Henry, Paul. 2001. *E-learning technology, content and services*. Education + Training Vol 43. No 4
- Kraft, Luiza, Diana Țuțuianu, AnaMaria Chisega Negrilă. 2013. *Traditional Vs. E-Learning Language Acquisition. Teacher – Student Roles*. Conference proceedings of "eLearning and Software for Education" (eLSE) Vol. 02.
- Moore, Joi L. , Camille Dickson-Deane, Krista Galyen. 2011. *e Learning, online learning, and distance learning environments: Are they the same?* Internet and Higher Education Vol. 14
- Olson, Jennifer, Joseph Codde, Kurt deMaagd, Eric Tarkleson, Julie Sinclair, Suengyun Yook and Rhonda Egidio. 2011. *An Analysis of e-Learning Impacts & Best Practices in Developing Countries*. Michigan State University. East Lansing
- Olsonurt deMaagd, Jennifer, Eric Tarkleson, Julie Sinclair, Suengyun Yook and Rhonda Egidio. 2011. *An Analysis of e-Learning Impacts & Best Practices in Developing Countries, With Reference to Secondary School Education in Tanzania*. Michigan State University Board of Trustees 2011.
- Sangrà, Albert , Dimitrios Vlachopoulos, and Nati Cabrera. 2012. *Building an Inclusive Definition of E-Learning: An Approach to the Conceptual Framework*. The International Review of Research in Open and Distance Learning Vol 13 No 2.
- Wiphasith, H, R. Narumol, and C. Sumalee. 2016. *The Design of the Contents of an e-Learning for Teaching M.5 English Language Using ADDIE Model*. International Journal of Information and Education Technology, Vol. 6. No. 2.
- Xie, Jie and Genlin Zhang. 2012. *ELT Teachers' Role Within E-Learning and Communicative Teaching from Students' Perceptions*. Creative Education Vol.3.